



# Effective Classroom Practice: Procedures & Routines

Session 4: CLASSROOM MBI

Team Training

Presented by the MBI Consultants



Montana  
Office of Public Instruction  
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## Effective Classroom Practices: The "Great Eight"

- ▶ Expectations and rules
- ▶ Procedures and routines
- ▶ Continuum of strategies to acknowledge appropriate behavior
- ▶ Continuum of strategies to respond to inappropriate behavior
- ▶ Active supervision
- ▶ Multiple opportunities to respond
- ▶ Activity sequence and offering choice
- ▶ Academic success and task difficulty



## Why Focus on Classroom Procedures and Routines?

- Effective teaching includes teaching functional routines and procedures to students at the beginning of the year and using these routines to efficiently move through the school day.

(Leinhardt, Weidman, & Hammond, 1987)

- Effective teaching includes teaching classroom management procedures that create consistency. Procedures in the classroom also introduce procedures as a way of living a happy, successful life.

(Harry & Rosemary Wong, 2009)



## Why Focus on Classroom Procedures and Routines?

- As students become more familiar with classroom routines and procedures, additional instructional formats and more challenging work can be incorporated.

(Evertson, Emmer & Worsham, 2003; Good & Brophy, 2003)

- Routines provide prevention strategies and consistency to avoid problem contexts, times, groupings, etc.

(Terry Scott, 2012)



## What Are Procedures and Routines?

- ▶ Procedures are what you want the students to do.
- ▶ Classroom procedures are accepted process patterns for accomplishing classroom tasks or specific activities. (walking in the hallway, using lockers, sharpening pencils, attending an assembly, going to the restroom)
- ▶ Procedures form routines that help students meet expectations stated in the rules, do these automatically, manage transitions efficiently and self-monitor their behavior.



## What Are Procedures and Routines?

- ▶ Procedures should be succinct, positively stated and in age-appropriate terms
- ▶ Keep “Who, what, when, where, why, and how” in mind
- ▶ Clear procedures, taught and consistently enforced, are the most critical tool to create a functional and productive learning environment



## Other Considerations...

- ▶ Be creative!
- ▶ Acronyms can help students to remember.
- ▶ Posters provide visual cues and can be used for pre-correction and redirection.
- ▶ Tools to motivate students to do their best.



## SLANT means

S - Sit up

L- Lean forward

A- Activate thinking

N-Name key

information/Nothing in  
hands

T-Track the talker



## Elementary Example

### ► Lining Up

- Sit quietly when you hear the signal
- Neatly place books and materials in your desk
- Quietly stand when your name (or row) is called
- Push your chair under your desk
- Quietly walk to the line
- Stand with your hands at your sides, facing forward, no talking



## Elementary Example

### ► Learning Position

- Sit with your bottom on your chair
- Sit with your legs under your desk
- Keep both feet on the floor
- Look at the teacher when he or she talks to the class
- Keep your materials on top of your desk



## Elementary Example



### ► During Lessons

- Sit in a learning position
- Raise your hand for a turn to talk, if you have a question or if you need help
- Wait for the teacher to come to you
- Finish all of your work
- Read your book if you finish your work early
- Take restroom or water breaks during independent time



## Secondary Example

### ► Entering the Classroom

- Enter the classroom before the bell rings
- Take your seat and get out the materials you need for class
- Talk quietly until the bell rings
- Stop talking and be ready to listen when the bell rings



## Secondary Example

### ► Class Discussion

- Prepare for discussion by reading the required assignment in advance
- Wait until the other person is finished speaking before you talk
- Stay on topic
- Respect other's opinions and contributions
- Use appropriate expressions of disagreement



## Secondary Example

### ► Turning in Assignments

- The last person in each row pass their paper to the person in front of them
- The next person does the same until the papers reach the first person in each row
- The first person in each row passes papers to the right
- The first person in the last row places all papers in the basket on the teacher's desk




## CHAMPS

- ▶ **Conversation:** *Can students talk to each other during this activity?*
- ▶ **Help:** *How do students get the teacher's attention and their questions answered?*
- ▶ **Activity:** *What is the task/objective? What is the end product?*
- ▶ **Movement:** *Can students move about during this activity?*
- ▶ **Participation:** *How do students show they are fully participating? What does work behavior look/sound like?*
- ▶ **Success:** *When students meet CHAMPS expectations, they will be successful!*



## Montana School Example

**C**onversation    
 What is my voice level?

**H**elp   
 Who can I ask for help?

**A**ctivity   
 What are we doing?

**M**ovement   
 What can I do?


**P**articipation   
 How should I participate?






## Before Class

<p><b>C</b><sup>🐾</sup> onversation</p> <p>Voice Level: <b>1-2</b></p>	<p><b>H</b><sup>🐾</sup> elp</p> <p>1. Classmates 2. Teacher</p>
<p><b>A</b><sup>🐾</sup> ctivity</p> <p><i>Be Respectful</i> <i>Be Responsible</i></p> <p><b>Before Class</b></p> <p><i>Be Safe</i> <i>Be a Learner</i></p>	
<p><b>M</b><sup>🐾</sup> ovement</p> <p>Restroom Sharpen Pencil</p>	<p><b>P</b><sup>🐾</sup> articipation</p> <p>1. Gather materials 2. Sit in your seat 3. Wait Patiently</p> <p>Book, Pencil, Notebook</p>

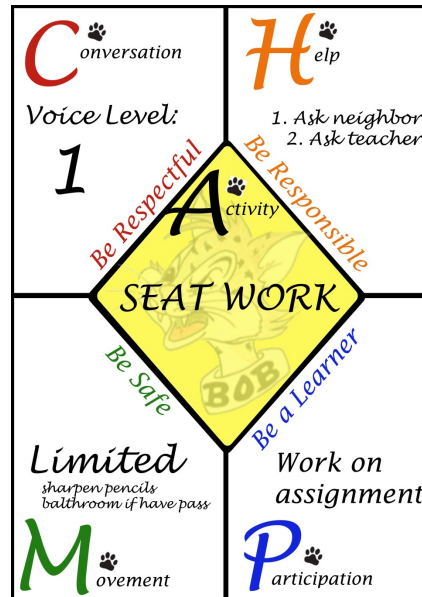


## Instruction Time

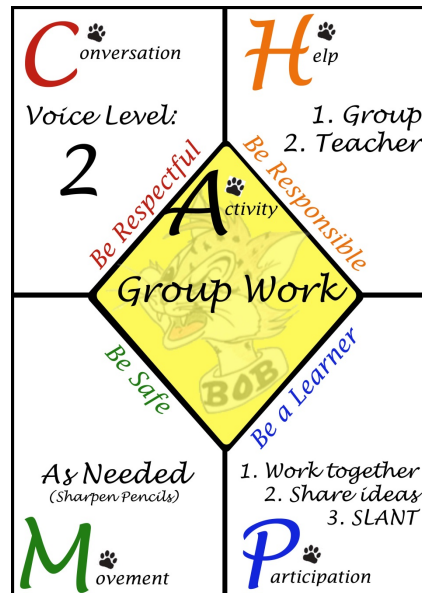
<p><b>C</b><sup>🐾</sup> onversation</p> <p>Voice Level: <b>0 or 3</b></p>	<p><b>H</b><sup>🐾</sup> elp</p> <p>Raise Hand</p>
<p><b>A</b><sup>🐾</sup> ctivity</p> <p><i>Be Respectful</i> <i>Be Responsible</i></p> <p><b>Instruction Time</b></p> <p><i>Be Safe</i> <i>Be a Learner</i></p>	
<p><b>M</b><sup>🐾</sup> ovement</p> <p>None</p>	<p><b>P</b><sup>🐾</sup> articipation</p> <p>SLANT</p>



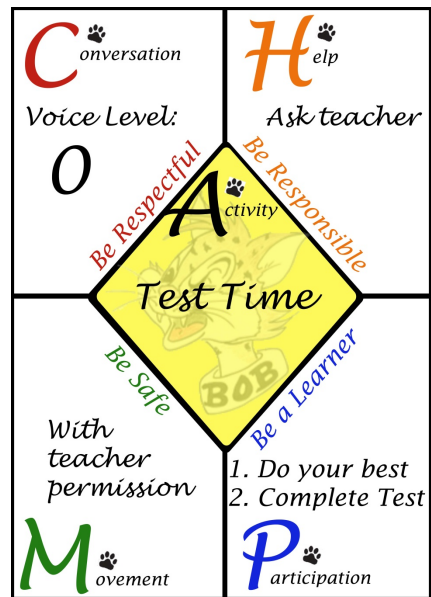
# Seat Work



# Group Work



# Test Time



Welcome to...

**Mrs. Osborn's  
Virtual Classroom  
[teacherz.com/class.htm](http://teacherz.com/class.htm)**

## Schedule for Teaching Classroom Procedures

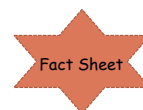
### ► First Grading Period

- Teach rules and procedures for all areas of school, ***including individual classrooms***, during first week of school
  - Provide opportunities for review and practice
  - Provide frequent reinforcement/acknowledgement
- After first week, review rules and procedures 2 or 3 times per week
  - Rapid pace, oral review during first or last few minutes of class
  - Surprise quizzes about procedures for extra credit points
  - Divide into teams, ask questions about rules and procedures, award points



## Schedule for Teaching Classroom Procedures

- Second Grading Period
  - Review rules and procedures once per week
- Remainder of the Year
  - Review rules and procedures periodically as needed



## Writing Procedures to Develop Routines

- ▶ Make a list of every task a student does in the classroom
- ▶ Determine the desired outcome
- ▶ Decide how students need to complete the task
- ▶ Consider what errors students are likely to make
- ▶ Consider problem areas or problem times...often a well-designed routine can smooth things out



## Procedure Writing Activity

1. Specifically consider problem areas/times in your classroom.
2. Select tasks from the Routines Self-Assessment handout which apply to your setting.
3. Write steps for completing each task.  
(These are your procedures & routines.)

